

Board meeting summary

Learners Today, Leaders Tomorrow

Important dates: Nov. 2 Election Day, no school

Carlisle County Elementary School: **Instructional Focus:** CCES will continue focusing on the Thoughtful Ed Strategies: Compare/Contrast, Vocabulary, and Reading for Meaning. However, after analyzing test scores both this year and last year, our students are consistently scoring higher on the multiple choice part of the test than the open response questions. Therefore we will again be emphasizing the importance of open response questions (ORQ's) and focusing on improving reading achievement. Teachers will implement the ORQ training they received this summer. We have adopted the GIST organizational tool for answering ORQ's in all areas in addition to the SRE which will also be used in conjunction with the GIST tool for math and science ORQ's.

Also, CCES has once again received a daytime waiver to use the ESS position to serve students during the school day. The ESS position will be used to provide remediation/intervention in reading and math for 4th and 5th grade students.

KEY indicators: Key indicators will continue to include documentation in the data notebooks and the artifacts and evidence of student work displayed throughout the building which will include ORQ's. In addition, DIBELS, STAR Reading Test, G-Made, GRADE, and Scantron scores will be used as indicators to monitor progress.

Important Activities/Accomplishments: CCES met NCLB Requirements in both reading and math.

CCES was awarded two Dollar General Grants for a total of \$5,000. The money will be used to purchase books for the library and to pay for the reading portion of Study Island.

Other items: PTA Fall Festival is scheduled for November 12 from 5:00–8:00 pm.

Carlisle County Middle School: **Instructional Focus:** Teachers at CCMS spent October 11th disaggregating their 2009-2010 KCCT test data. Initial results from this analysis show the following:

Reading: Intensive, specific reading instruction at every grade level. Target specific subgroups and focus on individual needs. Reassessing our means of teaching students how to answer Open Response Questions by providing more modeling of "3" and "4" scored answers. Utilize in-house testing results and formative testing results to guide instruction.

Math: Students need additional modeling of proper techniques in answering math open response questions. Teachers will use released sample items from KDE to demonstrate more accurate ways to answer math open response questions. Also, teachers will reconsider calculator usage in class, it seems that too little use of calculators during 2009-2010 hindered students performance. It is estimated that students used calculators 15-20% of the time in class. A more balanced approach will be implemented during the 2010-2011 school year.

Science: Teachers determined the need to improve students' abilities to respond to open response questions. Students appear to know content, but are unable to demonstrate what they know in a clear and concise written response. Teachers will begin to document ORQs and students will rewrite any ORQ scored below a "3" until that ORQ has reached "3." This will be done with teacher guidance. Students will also analyze and estimate their own score on all ORQs prior to submitting them to the teacher.

Social Studies: SS teachers determined specific content areas that were in need of considerable improvement. They too believe an improved emphasis on answering ORQs is needed and will also begin modeling appropriate ways to answer these questions. Also, implementing Reading for Meaning strategies in the classroom and more opportunities to experience varying cultures will be utilized.

Analysis work will continue by administration and faculty with the task of setting specific content area and student goals for this academic year. We will incorporate in-house testing data and all formative data collected on students.

Important Accomplishments:

-The middle school has had two days this quarter with perfect attendance!

-The faculty and staff have revised the school’s vision and mission statements. They are as follow:

“CCMS... *Where a safe, motivating environment fosters productive, success-minded learners.*”

School Motto: “Pride from the Inside!”

-Eight CCMS students have been selected to participate in the Duke University Talent Identification Program. They are Paxton Crider, Cody Hayden, Zach Jameson, Noah Norsworthy, Dakota Pender, Austin Sera, James Styers, and Gayla Wilson. These students will be invited to take the SAT or ACT test during this school year and along with the honor of earning this distinction, will receive information on innovative programs and resources for high achieving students. We are very proud of each one of them!

Carlisle County High School: Instructional Focus: On Monday, October 11, 2010, professional development was held for teachers to disaggregate 2009-2010 testing data. The following is a summary of the data:

Carlisle County High School 2009-2010 Data Disaggregation			
	<u>2009 Data</u>	<u>2010 Data</u>	<u>+/-</u>
Reading % P/D	63.51	67.27	+3.76
Est. Index	89.00	89.82	+ .82
Met NCLB	Yes	Yes	
Math % P/D	41.94	33.33	-8.61
Est. Index	70.34	66.90	-3.44
Met NCLB	Yes	No	
Science % P/D	40.32	43.06	+2.74
Est. Index	72.29	72.87	+ .58
Social Studies % P/D	29.03	34.72	+5.69
Est. Index	69.71	72.51	+2.8
On-Demand Writ. % P/D	35.19	29.03	-6.16
Est. Index	75.72	71.40	-4.32
ACT	17.4	18.0	+ .8
PLAN	16.3(2008)	17.4 (2009)	+1.1

KEY indicators: From our data, we learned that our students are struggling significantly in math and on written responses across the content areas. In addition, our free/reduced lunch students are under-performing.

Important Activities: We are planning to do the following activities to help improve scores:

1. Teach students to analyze open response questions to know what is expected of them.
2. Model what it takes to earn a 3 or 4.
3. Teach students to plan their answers using a few strategies.
4. Teachers will assign one open response question per week on a period rotation schedule.
5. Teachers will bring questions and student work to learning clubs to analyze.
6. Students will redo open response questions until they are proficient.

7. Teachers will continue to implement Thoughtful Education, and will use tools and strategies that focus on improving student use of details, support, and vocabulary in open responses.
8. Use Scantron data to target students. Targeted students will be pulled out for math and possibly reading remediation through ESS day-time waiver and teachers during planning time.
9. Purchase KCCT Coach books for science and social studies.
10. Learning checks will be performed once in fall and once in spring semester and then weak areas will be addressed.
11. An intensive review will be held for 10th and 11th graders prior to testing.
12. Teachers will draft students to be on their testing team. Activities will be held throughout the school year to motivate students and encourage competitive spirit.
13. Principal and guidance counselor will meet individually with each 10th and 11th grader to set testing goals.
14. Continue to use KAPLAN ACT prep program. Give practice tests once in fall and spring semesters. Disaggregate and use data to target during KAPLAN practice.
15. Continue to give practice PLAN test to all freshmen. Review questions and answers in content areas at beginning of sophomore year.

Other items: The first ACT practice test will be given on October 27th. Gear Up will be analyzing the data for us and helping us to focus our KAPLAN ACT practice.

Carlisle Students Investigate:

- Each week of the CSI Summer was dedicated to a theme. Each teacher included projects and lessons dedicated to helping reach our objectives.
- Week #1 – Music theme – CSI students were given guitar lessons, bass guitar lessons, or keyboard lessons. The music theme was chosen to increase our CSI student’s knowledge of the arts, as well as improve their literacy.
- Students participated in writing their own song or parody of a song. They then performed the song in front of their peers. By participating in this event, our students were improving their creative writing skills.
- The students made pizzas and salads from scratch. The students were taught to use measuring cups, read instructions, calculate the time needed for cooking pizzas. They were also taught proper hygiene when working with foods.
- Week #2 – Movie theme – CSI students worked on drama and performance skills. They took a field trip to Paducah to Creatures of Habit (a costume store), and they attended an acting workshop at the Market House Theatre. Through this event, students were exposed the art of drama and acting. They have since decided to do a play.
- The students made and decorated cakes. The students chose their own design, measured out the ingredients, and applied the icing to the cakes.
- Week #3 – Western Theme – We contracted with the Nolin River Art Studio to lead an art camp for us. CSI students learned about Aboriginal art by making rain sticks and then painting them. The artists then taught them how to use “dot art” using acrylic paints.
- CSI students also learned four different line dances.
- The students prepared and grilled hamburgers. Our 4-H partner sent us a lady who taught the students about nutrition making fruit smoothies.

- Week #4 – Hawaiian Theme – The students learned about the geography surrounding Hawaii (i.e. volcanoes, ocean, beaches, and mountains).
- The students used the internet to plan an entire vacation to Hawaii, including the costs of all air fares, hotels, meals, entertainment and souvenirs. This exercise was used to help keep their math skills sharp through the summer break.
- As an art project, the students also designed Hawaiian flip-flops using nylon loops.
- The students prepared and cooked chicken and hamburgers. They were taught about the dangers of salmonella and good hand-washing techniques. They also made their own homemade ice cream in a zip lock baggie. The teach explained the chemical reaction that takes place when rock salt and ice are shaken together. (science)
- Our students participated in a wide variety of physical exercise including dodge ball, water games, swimming, horse shoes, corn hole, and hula hoops (hoopercising), and dancing.
- CSI had 47 students participate in our summer activities.

Current activities:

- Our CSI daily attendance has doubled since last year.
- Using additional STEM money, robotics and FastTrack Racing Challenges programs have been purchased for CSI.
- Using additional literacy funds, supplemental books and materials have been purchased for the CSI reading club.
- Archery equipment has been purchased and a \$1,000 grant was secured through National Archery in Schools Program. As soon as training of instructors is completed, we will begin this program.

The Quality Assurance Review team recommended the district for fully accreditation status from the Southern Association of Colleges and School (SACS). The recommendation will be finalized when the AdvancED board meets in January.

Medical leave was approved for two teachers. A trip request was approved for the Carlisle County FBLA chapter to New Orleans, Louisiana for the National Fall Leadership Conference from November 11-15, 2010. The working budget was revised to include the EduJobs funding which will be used to pay personnel as stimulus funds ends, this is a onetime allocation. Several items including the 2001 Suburban were declared surplus were declared surplus and will be sold by bids.

A look back at the October 6, 1959 meeting of the Carlisle County School Board. The working budget for the 1959-60 school year was passed. Barbara Mathis Jones and Mrs. Maudine W. Bolin were approved as substitute teachers.